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ABSTRACT

"Konichi-Wa" is designed to teach Japanese language and culture via a multimedia videodisc, a teacher's guide, and supplemental cultural materials. Its objectives are to provide a learning experience for children in grades K-6 with instruction from a regular classroom teacher who has little or no formal language instruction training in foreign languages. During the winter quarter of the 1993-94 school year, the Instructional Product Evaluation class from Utah State University was asked to participate in the evaluation of "Konichi Wa." The purpose of this study was to provide formative evaluation findings to be incorporated into producing the next language videodisc package, the Chinese-Korean videodisc. The evaluation procedure was divided into two approaches: to determine if the materials functioned as intended and to determine how effective the materials are when used in a classroom. The results of the evaluation are presented in the following categories: teaching materials; videodisc; cultural materials; and on-site visit. Findings showed that this approach to teaching foreign languages has received enthusiastic implementation and the videodisc works as intended. Included in the appendixes are the full evaluation reports from each component and the evaluation instruments. (JLB)

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Konichi Wa

Evaluation Report

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KONICHI WA

JAPANESE VIDEODISC EVALUATION REPORT

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We also wish to express our thanks to the Clark County Board of Education, the administration of both Orr and Gibson Middle Schools, and to Ms. Elena Steele, district foreign language specialist. Without Elena Steele's help we could not have completed this phase of the evaluation.

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EVALUATION REPORT

ABSTRACT

Konichi-Wa is designed to teach Japanese language and culture via a multimedia videodisc, a teacher's guide, and supplemental cultural materials. The producers objectives are to provide a learning experience for children grades K-6 with instruction coming from aregular classroom teacher who has had little or no formal language instruction training in foreign language training.

During the winter quarter of the 1993-1994 school year, the Instructional Product Evaluation class (Inst. T 679) taught by Dr. Nick Eastmond was asked to participate in the evaluation of the Japanese Videodisc, ***Konichi Wa***. The evaluation was conducted as a joint venture under the auspices of the Worldwide Education and Research Institute of Salt Lake City, Utah. The evaluation course is part of the curriculum in the Instructional Technology Department at Utah State University. The videodisc and its accompanying supplementary material were produced by the Utah Videodisc Consortium (Art Burnah, Larry Gale, et al.).

Our task as evaluators was to provide formative evaluation findings that can be incorporated into producing the next language videodisc package, the Chinese-Korean videodisc. The evaluation was designed to answer three questions: 1) Does the package function properly, 2) Can it teach students, and 3) Does the program have interest and appeal for students and instructors? The emphasis of the evaluation will be to provide suggestions for modification of the present implementation and lessons for use in the future videodisc products.

The findings to date are impressive. This approach to foreign language teaching, a radical departure from traditional language instruction, has received enthusiastic implementation in Clark County, Nevada and has been well received for the first phase of implementation among elementary teachers in Utah. While it is premature to obtain data regarding implementation at the elementary level has not been generated (implemetation for Utah schools begins in September, 1994), results to date with teachers and students in Clark County and with teachers in Utah have been most promising.

INTRODUCTION

As background information, it is important to note that the present Japanese videodisc was the successor to previous videodisc development done by the Utah Videodisc Consortium, with team members funded by the Provo and Alpine School Districts , the Utah State Office of Education and federal grants.

A previous product completed by the Utah Videodisc Consortium, ***Hablar et Parler,*** designed -- as the name implies -- to teach both Spanish and French, used a similar approach for use at the elementary school level. The essence of this approach is to use authentic speech filmed in- country on the videodisc to allow elementary teachers with no previous language teaching experience to teach and learn along with their students. Previous evaluation work (Eastmond, Samhouri, and Durrant, 1993) attested to the effectiveness of that approach.

To accomplish this task, evaluation teams chose to use a multiple methods approach to evaluate the effectiveness of the product (Worthen and Sanders, 1987). Two broad areas were defined for this evaluation. The first involved the entire class of 26 students, divided into three groups with the tasks of evaluating the different portions of the actual product. The groups looked at the videodisc itself, the accompanying teaching materials, and lastly, the cultural materials. Each group was then subdivided into two teams that were to formulate their own perspectives at looking at the assigned materials. When the investigations were complete the findings of the two teams were synthesized into a formal report incorporating both teams findings.

The teams were assigned to examine the materials to determine if they <u>functioned</u> as intended. Questions such as the following were asked about the videodisc

material: Were the elements of the package functioning correctly? Could the audio and video segments be understood? Did the bar codes in the teaching materials work and did they cue the videodisc to the correct segment?

The second area of this evaluation involved the usage of the material. A sub-group of the class was selected to look at the implementation of the material. The Utah State Board of Education implemented an introductory test of ***Konichi Wa*** through inservice orientations for perspective teachers of the material and then moving to a trial period of instruction. This trial involved a volunteer sample of schools within Utah that would include as many different demographic areas as possible. A report of the Japanese video disc inservice (conducted over the state's microwave transmission system, ED-NET) is included in Appendix F. To evaluate the inservice program, three means of data collection were adopted: The first approach was participant observation, the second approach a questionnaire survey at the completion of training, and the third approach was telephone survey conducted 2 months later.

During 1993-94 only Clark County, Nevada was using ***Konichi Wa***. The state of Nevada has been divided into 17 educational districts that coincide with the 17 countries in Nevada. Clark County School District is the largest in the state and contains Nevada's largest city, Las Vegas, and represents an ethnically and economically diverse population.

Four people making the site visits to Las Vegas divided into two teams to gather data on the usage of ***Konichi Wa*** . The teams took video recordings of classroom interactions with the videodisc. A video that details the usage of the videodisc format is now being prepared. The video will use footage from the Clark County interviews and also from the teacher inservice in Utah.

Methods

The evaluation was carried out by dividing the evaluation into two major areas of effort. After interviewing Joan Patterson, the Utah State Board of Education foreign language specialist, and Art Burnah, a French teacher at Provo High School and lead developer of the videodisc a set of evaluation criteria was established that would to focus evaluation efforts. The questions to be investigated fall into three broad cate-

gories:

1 **Mechanics: Does the package work?**
2 **Teaching: Can *Konichi Wa* teach students?**
3 **Does the program have interest and appeal?**

Each group within the major areas used a different approach to their phase of the evaluation. The methods section will be divided into subsections that detail each facet's evaluation techniques.

Teaching Materials

The two teams involved in this phase of the evaluation used the objectives-oriented approach and to some extent the connoisseur-based approach to the teaching materials that were included with the videodisc (Flagg, 1990). To perform the objectives-oriented approach the teams checked the printed materials' stated objectives and its correspondence to actual course content as further outlined in the teaching materials. The groups tried to determines if the teaching materials further clarified the goals of the course.

All of the evaluators are graduate students in Instructional Technology. Although limited in practical experience in instructional media and design, they come from a diverse background and have received the current training needed for a connoisseur-based evaluation. For this portion of the evaluation the teams looked at the teaching materials setup. Specifically, they examined areas of illustration, presentation and referencing of important points, and at the teachers explanations of the lesson's content. Both teams also examined the bar code setup for ease of use as well as ease in finding a given segment of the videodisc.

The Videodisc

For the evaluation of the videodisc the two groups took slightly different approaches. Here the teams were concerned not only with the material presented in the lessons but also in the actual use of the videodisc and the videodisc player. For this portion of the evaluation the teams adopted a decision-oriented approach again, but augmented this approach with a participant-oriented approach.

The teams wanted to find out if the material contained on the videodisc could be understood and used for effective instruction. At the same time they wanted to know if the medium used to convey the instruction was easy to use and produced a consistent outcome when queried.

Both teams viewed the videodisc in the role of learners and/or first time instructors. They attempted to determine if the audio and video were intelligible and if material was presented at a speed that could be understood by new learners. The groups then gave a concerted effort to determining whether the bar codes worked correctly. To accomplish this end, the groups devised a number of repetitive experiments to see how well the bar code reader was working and how accurately it queried the videodisc.

The videodisc groups next turned to the question of whether the material could teach Japanese language. The groups participated in viewing all the lessons. Each lesson was evaluated on whether the bar codes accurately portrayed the lessons objectives. They also cross-referenced the printed bar codes to the strategy sections of the teaching materials. The cross-referencing was used to determine if the lessons' bar code segments were augmented by the teaching material or had any referencing at all.

Both groups, then, concentrated on the lessons content. Here they tried to answer questions on how well the videodisc can teach the Japanese language and culture. They specifically wanted to know if using the bar codes made the course more flexible to the teacher and were the lessons appropriate for 45-50 minute sessions.

Supplemental Cultural Materials

The supplemental cultural materials were produced by the Clark County School District, Nevada. Although they appear not to be copyrighted at this time, there has been no formal indication that this material will be supplied along with the videodisc to future purchasers. Both groups evaluating this material state that it would be most beneficial to the objectives of ***Konichi Wa*** to have them included.

The two evaluation groups chose to use the objectives-oriented and the decision-oriented approaches to the cultural material. To accomplish their task they broke their evaluation into six sections:

1 Global analysis
2 Content
3 Instructional Design
4 Record Keeping
5 Ease of Use
6 Conclusions.

Each section was then represented using a two-dimensional matrix. A value judgement scale is portrayed horizontally and the subcategories of the evaluation in the vertical direction. Further, specific commentary was provided to substantiate their rating of the different subcategories.

The teams then looked at each cultural lesson individually and built a two-dimensional matrix that evaluated each lesson on four aspects of the lesson:

1 Objectives
2 Materials
3 Background Information
4 Activities.

Each lesson was viewed and the overall comments of the evaluators were placed in the appropriate box of the matrix.

Clark County Observations

This is the first group that has been able to complete an evaluation of an actual implementation of the Japanese videodisc in the classroom. For this phase of the evaluation two groups with two members each were sent to Clark County, Nevada. Each group was assigned to conduct an evaluation at a separate middle school. At the time of the evaluation nine schools in Clark County had adopted ***Konichi Wa*** as their

Japanese language courseware. Only two of the schools taught more than one class using the material. Elena Steel, the district foreign language curriculum specialist in Clark County, felt that the two multiple class schools would best suit the purpose of the evaluation. She made arrangements for our two groups to conduct their evaluations at these schools.

Both schools chosen, Orr Middle School and Gibson Middle School, teach grades 6 through 9. Most children attending these schools are in the 1 1 to 15 age groups. The school's students come from diverse multi-cultural backgrounds. In terms of socioeconomic status (SES), these students come from predominantly middle to lower-middle class families. It should be noted that two features of the Clark County implementation are different than originally proposed:

1 The materials are being implemented at the middle school rather than at the elementary school level.
2 The teachers are experienced foreign language teachers whose prior experience has been in a language other than Japanese (e.g. Spanish, French or German). Thus, the interpretation of the following findings must be tempered when considering the materials use in the elementary school classroom by regular classroom teachers with no foreign language teaching experience.

Our on-site evaluators took an objectives-oriented evaluation approach that used various methods to determine the effectiveness of the Japanese videodisc:

1 Classroom observation
2 Student focus groups
3 Instructor interviews
4 Instructor written surveys
5 Interviews with principals and the district specialist

At the Orr Middle School, the classes that were evaluated were sixth grade. At Gibson the classes were seventh grade. During the observation periods the students were evaluated on their attitudes towards the material, their accomplishments and language skills, and whether the learning strategies of the video disk were effective. At the same time the two groups videotaped the students both in class and in their

focus groups. This footage will be edited and used in the accompanying video that will be delivered with the final evaluation report.

RESULTS

This section will be subdivided into the two major areas of the evaluation plan:

1 Do the provided materials perform their intended function?
2 How effective is the Japanese videodisc when used in a classroom situation?

This method of reporting the results has been chosen because without the completion of Utah inservice word and implementation at the elementary school level, the classroom effectiveness of the ***Konichi Wa*** program cannot fully be examined.

The Materials Intended Function

Teaching Materials

The group involved with the teaching materials found that the objectives were well defined and the materials led the instructor to a means of accomplishing the objectives. They found that icons designed to emphasize certain points of the lessons (!, FYI, and *) were well used, allowing instructors to get to the specific information that they might need in an expedient manner. They further found that the need for language reinforcement was included. The teaching materials were judged as doing a good job of identifying the Japanese phonetics that are not in common with English phonetics.

The teaching materials group suggests the following modifications could be made to augment and improve the teaching materials:

1 An indication of the amount of lesson preparation time would be helpful for a new instructor.
2 The various learning themes could be tabbed and indexed for easier access to the material. This should include an index indicating where to find a particu-

lar passage's bar code.

3 A short troubleshooting section would be handy to help alleviate some of the anxiety of using this type of instructional media. (Presumably this material would also be covered in the inservice explanations.)
4 At present the video does not do a consistent job of presenting the Japanese characters that represent numbers, days of the week, months of the year, and the colors. Improving the consistency of these characters use would help.
5 The group feels that degree of language formality may be atypical. They point out that the language is quite formal, presented as one-way conversation (e.g. no conversational interaction).They further state that few "action" verbs are taught and the dialog may initially be spoken too quickly.

Please refer to Appendix A for further clarification of the findings of the Teaching Materials evaluation group.

Videodisc

Upon reviewing the actual videodisc's contents and method of access, this group's evaluation states:

1 The choice of background and settings aid in interpreting the speech of the Japanese children and reinforce the content of the lessons.
2 The bar codes and the bar code readers work very well, and the level of "successful reads" is adequate for classroom instruction.
3 By running through a number of the instruction summaries, it was determined the lesson would be effective and accomplishable using the 45-50 minute instruction period. The subdividing of the lessons into sections further aids in maintaining appropriate sized lessons.
4 The group feels that Japanese life-style is covered well but this aspect of the instruction might be incorporated earlier in the lesson sequence.

The videodisc group also has a number of recommendations:

1 They feel that at times there is too much background noise which interferes with the linguistic instruction.

2 The camera work, although quite professional, is somewhat static in use of composition and camera angles.They also point out that there are a number of sections where the video "flickers" during motion.
3 Japanese children tended to speak too fast for non Japanese speaking students to understand, especially at first. The group points out that this condition tends to give the appearance of garbled syllables and frequently garbled words.
4 The videodisc evaluators also noted a number of inconsistencies between the strategy section of the teaching materials and the bar code section. Frequently a section on lesson strategy details a number of bar code segments where there may be a different number (more or less) of bar codes accessible from that page.
5 A number of lessons that build upon previous lessons are inconsistent in usage of the videodisc. Lessons 3 and 4 on numbers are a prime example.
6 There is a need for more detail as to what the instructor will receive with each bar code usage (e.g. there is no notification when video or audio are not present for a particular segment) and there are no captions at all for some segments.
7 Lesson 24 is very confusing. The colors shown on the screen are not the colors specified in the guidebook.
8 The use of animation in lessons 48, 49, and 50 is disappointing. The prior lessons are very impressive, but this group of lessons uses animation that is not well conceptualized and was judged less than adequate on execution.
9 Lastly, the lessons are formatted on the laserdisc in an order that is sometimes inconvenient for the teacher. Currently the instructor must pay close attention to which side of the videodisc (side 1 or 2) the lesson is on and may have to continually cue different sides of the disc to maintain the ordered sequence.

Please refer to Appendix B for further clarification of the videodisc evaluation group's findings.

Cultural Materials

The supplemental Cultural Materials were developed by the Clark County School District for incorporation into the curriculum of the course. The unanimous feeling is that this cultural material is important to include. The evaluators found that

the content and the instructional design were quite thorough and would be a tremendous aid in developing awareness and teaching respect for the Japanese culture. Unfortunately, due to non-concurrent development, the cultural materials are not linked closely to the videodisc lessons. The material is good enough, however, that it could be used as a stand-alone teaching package. The units offer a variety of activities that can potentially keep the interest level of the students high.

In critiquing the cultural materials, the evaluation group expressed the following concerns:

1 There is no introduction nor set of instructions for usage connecting the cultural materials and the videodisc lessons. This omission is probably due to the nature of the development of this material independently from the videodisc material.
2 The materials touch on different areas of Japanese culture but there is no attempt to develop the relationships that exist between the different areas.
3 There is no integrated assessment system for the cultural material and no indi cators as to how the authors feel student achievement in this could be assessed.
4 The evaluators feel that many parts of the Japanese culture affect language and non-verbal communications. For example, the early explanation of customs of bowing is most important. There is not enough development of this theme and in many cases it does not tie in to the videodisc material. For example, seeing the various forms of bowing as done on the videodisc would be an important link.

Please refer to Appendix C for further clarification of the Supplemental Cultural Materials evaluation.

On-Site Visit to Clark County

The Clark County School District 's on-site evaluation tends to reinforce the opinions expressed by the previous evaluation groups. Both the instructors and the students indicated that the videodisc format is instructive and entertaining at the same time. The students appear to pay close attention to the video and are able to relate well to many of the characters. Both instructors indicate in their interviews that the video language instruction is well received by students, but that they must limit its usage to

15 - 20 minutes per day or risk losing the students' attention.

Both the instructors and the students feel that the ability for immediate replay of a segment that they do not understand is one of the greatest benefits of the videodisc format. The ability to actually hear the words spoken by a native Japanese speaker is also seen as an aid to recognition. The students feel that they have a model that they can imitate.

The instructors both indicated having enjoyed the experience of learning the language along with the students. For them the videodisc has surpassed all expectations as a medium for teaching a new foreign language. Incidentally, both instructors indicated that they want to teach Japanese for a longer period than nine weeks and wish to become accredited in Japanese to do so.

Our in-class evaluators indicated that in all four classes that they observed, all the students appeared to understand the lessons and that a very consistent outcome was being elicited from the entire class. This is very encouraging since Mr. West, the Japanese teacher at Gibson Middle School, indicated that he not only has highly motivated students in his classes but also a number of special education students are in his morning class.

The on-site evaluations do have a few recommendations "from the field":

1 Everyone involved believes that drawing upon the cultural material is a necessity in teaching languages. Especially this linkage is important for Japanese, since its language and culture are so deeply rooted in Japanese traditions.
2 The students indicated that the language was hard at first to understand, but as they got used to it, the speed was not such a problem. Interestingly, the students indicated the characters that they disliked were the ones that either talked too fast or too quietly and could not be understood well.
3 A major concern with both instructors is the inconsistency of the volume level. This is mentioned most as the greatest technical difficulty with the videodisc.
4 Another technical difficulty that was expressed was the inability to scan the bar codes properly when the batteries in the scanner became low. Ms. Arroyo indicates that she must purchase her own batteries when they are needed.

5 Both teachers indicate their opinion that the course needs to be taught by a language specialist but not necessarily a Japanese language specialist. (As noted above, this use of the videodisc by foreign language teachers is different than that originally proposed)
6 The students in two focus groups indicated that they would like to see the written materials for students (e.g. worksheets and project notes) bound together so they have less chance of losing them. That form of packaging would help be better organized.
7 Patricia Arroyo, Orr Middle School, states that "the activities need to be on the same page as the bar code so I do not have to flip back and forth." Presumably she she is referring to the cultural materials taught in conjunction with the teaching materials.

The inservice session for elementary level teachers in Utah was conducted over ED-NET telecommunication system (microwave transmission) on three Friday afternoon sessions in April and May, with classroom implementation scheduled for fall 1994 in Utah. As a result of questionnaires from participants (25), and follow-up telephone interviews with 10 persons one month after training, it is clear that the orientation was well received and viewed as professionally done. The strategy of using a technical representative at the various receiving sites to supervise "hands on" practice was seen as being partially effective. The participant's only concern, and this concern was expressed by fewer than half of respondents, was the use and implementation of equipment in the classroom. Please refer to Appendix D for further information on the Gibson Middle School evaluation and to Appendix E for the Orr Middle School evaluation.

CONCLUSIONS

The major finding – after many hours of interviewing, observing, analyzing and reflecting upon the results -- the Konichi-Wa videodisc works as intended. Given the right equipment and training, teachers can use it in classrooms and students both enjoy the program and learn from it.

Konichi-Wa represents a radical departure from traditional language learning in the United States in being technology-based, starting in the elementary school, and presenting language and culture far removed from the majority of its intended audience. As evidenced by the enthusiastic reception of teachers in Utah and Nevada, the entire teaching/learning package comes across as polished, professional, and an effective way to learn the rudiments of the Japanese language.

The evaluators feel a certain amount of trepidation with the on-site evaluations that have been conducted so far. The ***Konichi Wa*** videodisc's objectives clearly state that this package is intended for grades K-6 using a non-language specialist as the instructor. While it is true that Ms. Arroyo's classes were in the sixth grade, this is in a middle-school atmosphere where each teacher only handles a particular class for one hour a day. Mr. West's class was made up of seventh graders. Both instructors are foreign language specialists. The evaluators feel that the on-site evaluations so far, however, have been impressive and suggest that when the in-service training in Utah is complete, and when the materials have been put to use in elementary classrooms we can anticipate having additional information to evaluate on the basis of the videodisc's stated objectives. But the results thus far are most encouraging.

The evaluators feel that the Japanese Videodisc ***Konichi Wa*** provides a valuable resource for foreign language education. We found it effective as a teaching package maintaining an interest level with the students that is higher than most packages of its kind. Although at this point our measures of the levels of competency and retention of material are not quantitative, every indication points to this format as being highly effective. Students with no previous experience with foreign language were observed enthusiastically responding in Japanese. The instructors indicate that this mode of instruction gives a greater level of consistency among students than some traditional methods. Mr. West's comment that the motivated students will take better notes while using the videodisc and the remedial students' attention is kept focused better by the videodisc indicates effectiveness of this package.

The evaluators feel that the findings of the materials evaluators' resulting recommendations are born out rather well from the on-site observations. Indeed, many of the evaluators recommendations and observations are echoed both by the Clark County instructors and by their students in the focus group discussions.

In summary, we feel the content is well thought out and for the most part well organized. Viewed from the perspective of the total teaching package, our suggestions for improvement are minor ones. We found slight problems with audio volume and enunciation for some speakers. Also some additional organization of the teaching material (e.g. an index, a bar code, sequential access to the lessons -- without having to turn the videodisc over, and better linkages between cultural and videodisc segments) would improve the product. The instructional approach taken in ***Konichi Wa*** has the potential to become the exemplary material that other interactive teaching material could be modeled after. It has the potential of making a major impact on language learning at the elementary level, with spin-offs going well beyond, into the middle school and high school, opening our schools to more widespread influence of far Eastern languages and cultures.

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APPENDIX A
TEACHING MATERIALS

A WORD OF EXPLANATION

The process of combining the observations and experiences each of the team members had been demanding. Each member has had different experiences in learning languages, in teaching children about languages, and each has different concepts about how children learn languages as well as how they should be taught. This reporting combines these experiences into several major points, both good and bad, that came up repeatedly in the observations. Each student's ideas have been included in examining these points.

GENERAL COMMENTS

The observation was made that initially the interest in the videodisc would be good and keep the student's attention, but that as time passed maintaining that interest could be a problem. It was also observed that initially, the time required to teach using the video disc would be very high, but that over time the preparation time would decrease.

FAVORABLE IMPRESSIONS

Introductory Information

The information available is adequate for most lessons.

A. The information given is easy to use.
B. The icons were good, and give the text a friendly look.
   1. There were some concerns after using the program, that the icons denoting "attention", etc. were not as effective as first thought.
C. The objectives were well defined.

Well illustrated

A. The disc and the teaching manual were well done.
B. There could have been more graphics in the manual.
   1) The following lessons had no graphics and could have used them to teach more effectively and keep student inter est better: 9, 10, 23, 25, 29, 35, 39, 40, 41, 47, 53, 57.
   2) Fewer than half of the lessons had graphics that the team considered ample and appropriate. Particularly the review lessons may have been inadequate.

Important areas were flagged

A. The !, FYI, and *, symbols were used well.
B. It was suggested that the material be tabbed with the various learning themes, for more rapid access.

Teacher explanations are easy to use

A. The need to review and re-review was anticipated and written in.
B. The program was responsive to the making of the sounds used in Japanese that are not used in English.
C. The structure is open with good use of 'white space'.
D. The teacher may need better phonetic illustrations to understand what is going on in the lesson.

Functional goals

A. The lessons were flexible while still allowing the teacher to accomplish the goals set forth in the material.

AREAS FOR POSSIBLE IMPROVEMENT

Technical difficulties: The 'Bar Code' experience

A. Using the system requires the instructor to learn about its quirks. Some instructors may not have the needed time available to learn these.
B. There is no index, so an instructor cannot pick a specific sequence and go back to it.
C. The current version lacks a 'troubleshooting' section to explain how to cure problems with the technology.
D. There is also no mention in the documentation that the operator must press 'play' on video disc player before other commands may be given.

Preparation time and independent research time concerns

A. Some of the directions seemed very wordy, making it seem like it will take longer than it should.
B. Context Connections:
   1. Requires the user to do some research. Many teachers will not have time for this.
   2. This feature may not be found by some teachers, giving them the illusion that there is no material available to use with short lessons.
   3. If used this material can be a good bridge to the cultural material, but only if the teacher has time to pursue it.

Inefficient use of the medium. (In some areas)

A. The disc viewed language as the culture, rather than using video to show students the culture.
B. Reading Japanese was introduced in the teaching materials, but no

video information was used.

1. In the reading introduction and in the numbers sections the char acters are given in the teaching materials, but not on the video. The characters for the days of the week were given, so it can be done.
2. The video disc is the ultimate resource (short of a trained instruc tor) for teaching reading and it isn't being used for that purpose.

C. There are some items on the disc that need more than a blue screen when they are given. (The months of the year, for example.)

The language appears to be appears to be atypical

A. The conversation is one way. You don't hear two children talking between themselves.
B. There are very few action verbs. It is all, 'I like,' or 'I dislike'
C. For some speakers, at least initially, it seems like they are in a race to say the words.

CONCLUSIONS

Many of the assumptions made here are for the benefit of the teacher, who unlike the children, will have a harder time learning from this medium. Children are natural learners of language, and will often learn regardless of teaching approach. The goal here is to give them an abundant amount of material to learn, in a manner that will help students benefit most. We hope the suggestions given will do that.

APPENDIX B

VIDEODISC EVALUATION

Two teams evaluated the Japanese Videodisc program, ***Konichi Wa,*** produced by the Utah Videodisk Consortium (Art Burnah, Larry Gale, et. al.). Our role as evaluators was to concentrate on evaluating the videodisc itself. The three main evaluation questions focus on the mechanics, teaching, interest, and appeal of the videodisc package.

EVALUATION QUESTIONS

The first set of questions deal with the mechanics of using the videodisc. The questions are as follows:

1. Mechanics: Does the package work?
    a. Are audio and video intelligible?
    b. Is the speaking speed of Japanese students suitable?
    c. Do Bar Codes work (i.e.: accurate and readable)?

Question 1(a): Are the audio and video intelligible?

Team 1 Comments

Team 1 had some difficulty with question (1a) in that there was frequently background noises that interfered with the audio of the students speech recorded. This inconsistency in audio levels occurred in places throughout the videodisk. Also, the volume fluctuated between lessons and segments throughout the videodisk. In the following places on the videodisk the audio was out of sync with the video: Lesson 10 -

Segment 4 and Lesson 11 - Segment 5. We feel the images shown are generally of good profession quality. The images are sharp and maintain adequate color integrity and resolution. The subject matter used appears to be appropriate for the necessary instruction. The camera work is professional, although composition and angles of some footage are static. Overall the lighting is adequate. However, we noticed that flickering occurs in the following full motion video segments: Lesson 7 - Segment 4, Lesson 10 - Segment 7, Lesson 29 - Segment 2, and Lesson 32 - Segment 5.

Team 2 Comments

The audio and video are of high quality and intelligible. The video is done in natural settings with colorful backgrounds, and there are a wide variety of settings so the learner is constantly seeing new backgrounds even though the content is often repetitive, e.g., the student introductions.

In addition, the settings often complement the content, e.g., on the tennis court or with a ball, and this provides valuable contextual and incidental learning.

The audio appears natural. While the students were clearly coached in what to say, they spoke more or less as they would in normal introduction situations.

Question 1(b): Is the speaking speed of Japanese students suitable?

Team 1 Comments

If the object was for us to follow and understand what the students were saying clearly we had difficulty. We felt the students spoke too fast to be understood by non-Japanese speakers.

Team 2 Comments

The instruction book states that the Japanese language is spoken in syllables. However, it was hard to detect syllables, and frequently even words. Consequently, the speaking could have been slower and more distinct in the early lessons. While this would be somewhat artificial, it would be appropriate in the early lessons where students are learning technique as well as content.

Question 1(c): Do bar codes work?

Team 1 Comments

We found the bar codes work very well. We experienced some difficulty in the beginning, but after we experimented with the Bar Code reader and adapted our research to the use of the reader we had no further problems. The following matrices (I and II) identifies what we were able to accomplish:

I. Accuracy and Readability of Bar Codes

Lesson	Segment	Reading	Tries before correct
7	1	left-to-right	4
7	2	left-to-right	2
7	3	left-to-right	9
7	4	left-to-right	4
7	5	left-to-right	2
7	6	left-to-right	2
7	7	left-to-right	6
7	8	left-to-right	14
7	9	left-to-right	3
7	10	left-to-right	6
7	11	left-to-right	2
			Total 54

II. Accuracy and Readability of Bar Codes

Lesson	Segment	Reading	Tries before correct
7	1	right-to-left	3
7	2	right-to-left	1
7	3	right-to-left	1
7	4	right-to-left	1
7	5	right-to-left	2
7	6	right-to-left	3
7	7	right-to-left	1
7	8	right-to-left	1
7	9	right-to-left	1

7	10	right-to-left	1
7	11	right-to-left	1
			Total 16

The total number of tries to read the left-to-right portion of matrix (I) totaled fifty-four as compared to the right-to-left portion of matrix (II) which totaled sixteen.

Once we knew how to work the Bar Codes with the reader our task to read and evaluate the Bar Codes was accomplished without difficulty. Our evaluation of the Bar Codes at the present time is that they are readable and very accurate. We did not experience a problem with the accuracy (except with the problems we encountered with lesson 24 - see inconsistencies section) of going to the correct area on the videodisk using the Bar Codes and the reader.

Team 2 Comments

Background

The purpose of the bar code reader (reader) and the bar codes (codes) printed in the manual is to provide the teacher an easy and efficient way to move between the instructional segments on the disc. The easy and accurate functioning of the reader and codes is the critical link in actual classroom use of the disc. If this works, the instruction flows well. If this fails, the instruction fails and teachers quickly abandon using the product (or, as seen with Hablar et Parler, improvise by using the videodisc remote control unit).

Procedure

To test reader/code function and determine if there is a problem, and further, to isolate any problem, the evaluators conducted four consecutive tests. The model of the bar-code reader was Pioneer UC-V104BC. The four tests and the purpose for doing them is listed below. Note: it should be noted that the evaluator conducting the tests is an experienced videodisc user and has successfully used the exact model of bar code reader in the past. In addition to this experience, the evaluator practiced for ten minutes with the reader before proceeding with the trials.

Test 1: Perform 100 trials with the reader and the Pioneer "Command Codes" that are sold with every bar code reader. The procedure used was to

scan the bar code and listen for the "beep" that indicates a successful scan. The purpose for this test was to see if the reader is functioning properly. It was assumed that the Pioneer bar codes were reliable.

Test 2: Perform 20 trials with the reader, the Pioneer Command Codes, and the videodisc player using the Japanese videodisc. The procedure used was to:

- scan the bar codes for various functions like *step forward, step back, play, pause,* etc. using as many scans as was needed to get a successful read;
- transmit the code to the player;
- observe and determine if the proper command was followed by the videodisc player. The purpose for this test was to see if the reader, codes and videodisc function accurately.

Test 3: Perform 100 trials with the reader and the Japanese videodisc bar codes provided in the manual. The procedure used was to scan the bar code and listen for the "beep" that indicates a successful scan. The purpose for this test was to see if the bar codes provided with the Japanese videodisc are reliable.

Test 4: Perform 20 trials with the reader, the Japanese videodisc codes, and the videodisc player using the Japanese videodisc. The procedure used was to:

- scan the bar codes for various instructional segments selected randomly throughout the manual using as many scans as needed to get a successful read;
- transmit the code to the player;
- observe and determine if the proper segment was played by the videodisc player.

The purpose for this test was to see if the reader, codes and videodisc function accurately.

Results

The results from each test and the conclusion(s) drawn from each test are listed below:

Test 1: 94 out of 100 trials were successful "reads." This is a successful "read rate" of 94 percent. The conclusion is that the bar code reader functions adequately.

Test 2: 20 out of 20 trials were accurate. In other words, the disc performed the function scanned. The conclusion is that the scanner and Pioneer codes function accurately.

Test 3: 92 out of 100 trials were successful "reads." This is a successful "read rate" of 38 percent. The conclusion is that the bar codes provided with the Japanese videodisc are adequate.

Test 4: Twenty (20) out of 20 trials were accurate. In other word, the disc went to the proper instructional segment. The conclusion is that once a successful scan is obtained, the system functions accurately.

Conclusions and Recommendations

Finding One:

As can be seen from the results, there does not seem to be a problem with the reader/code system. The level of "successful reads" is judged adequate for classroom instruction. Also, once a successful scan is obtained, it seems the bar code and disc function accurately.

(Note: A caution is needed concerning this finding. The accuracy trials used only 20 bar codes selected randomly from the manual. This is judged to be an adequate sample for the purpose of this evaluation. However, we heard reports from members of other teams that some of the codes were mismatched. Because of these reports we recommend that each bar code be checked for accuracy.)

Finding Two:

From our evaluation, it is concluded that the reader/code system functions adequately. If there are reported problems, it may be due to the training of the teachers in

using the reader. Because of the central role the reader/codes play in the overall utility of the program, failure to provide adequate training for teachers will be a major obstacle to dissemination.

(Note: Another caution is needed here. When our evaluation team first checked the reader/code system, we got extremely low reading rates -- in the range of 38 percent. However, in further testing, we found this to be due to low batteries in the reader. Once these were replaced the accuracy rates went to acceptable levels. It seems that if there are reports of trouble from the field with the reader, batteries may frequently be the cause.)

TEACHING MATERIALS

The second set of questions dealt with the teaching materials used with the videodisc. The questions are as follows:

1. Teaching: Can it teach students?
    a. What specifically do students learn?
    b. Are the Bar Code sequences appropriate for teacher use (specific, yet flexible enough for teacher ease)?
    c. Do the icons convey the intended meaning?
    d. Are the lessons appropriate for 45-50 minute sessions (especially for middle school)?
    e. Is there sufficient cultural material?
    f. Are teacher explanations quick and easy to use, and do teachers actually use them? How much teacher time is involved?

Although our group was not assigned to evaluate the teaching materials, there are some questions pertaining to the teaching materials which can be parrtially answered in conjunction with evaluating the videodisc. The observations of the two teams and modification suggestions are stated below.

Question 2: Can it teach students?

We found the teaching portion of the videodisc package to work quite well, for the most part. We had some difficulty with certain areas of this portion of the videodisc.

Can it (videodisc) teach students? Our answer to this question is somewhat of a guess, at this time, but we feel that it will be able to accomplish this end if some change are incorporated in the teaching materials. The following are a number of inconsistencies that were noticed which require changes in the teacher guidebook:

1. Lesson 1 reads Segments 1-7 in the strategy section, but there are 1-9 Segments shown in the bar code section.
2. Lesson 9 reads Segments 1-5 in the strategy section, but there are 1-6 Segments shown in the bar code section.
3. Lesson 12 reads Segments 1-5 in the strategy section, but there are 1-4 Segments shown in the bar code section.
4. Lesson 19 reads Segments 1-12 in the strategy section, but there are 1-13 Segments shown in the bar code section.
5. Lesson 25 reads Segments 1-8 in the strategy section, but there are 1-10 Segments shown in the bar code section.
6. Lesson 34 reads Segments 1-11 in the strategy section, but there are 1-12 Segments shown in the bar code section.
7. Lesson 44 reads Segments 1-14 in the strategy section, but there are 1-15 Segments shown in the bar code section.
8. Lesson 46 reads Segments 1-12 in the strategy section, but there are 1-13 Segments shown in the bar code section.
9. Lesson 51 reads Segments 1-14 in the strategy section, but there are 1-13 Segments shown in the bar code section.
10. Lesson 56 reads Segments 1-14 in the strategy section, but there are 1-15 Segments shown in the bar code section.
11. Lesson 57 reads Segments 1-13 in the strategy section, but there are 1-14 Segments shown in the bar code section.

In other parts of the videodisc we discovered some inconsistencies. Please note the following inconsistencies:

Captions were a problem (on the Bar Codes) throughout the guidebook. Some examples can be found in Lesson 11 (no notification if audio or video is being used), Lesson 12 (no video present and no note defining that), Lesson 22 (no captions on the Bar Codes), and Lesson 29 (two segments with incorrect captions).

The color lesson of Lesson 24 was very confusing. Colors shown on the monitor screen did not match colors called out in the guidebook. We feel a complete review of this section is necessary to correct this problem.

We were impressed with the video that was used in the first 47 lessons, but we became saddened when we viewed the animation that was put into Lessons 48, 49, and 50. It was disappointing as animation and was a stark contrast to the excellent video shown in the other lessons.

Why were the lessons set up in such a way that we continually had to turn the videodisc from side one to side two? As an example: We thought Lesson 29 and beyond were on side two of the videodisc. We were surprised to find that Lessons 30 through 35 were on side one; Lessons 36 through 53 were on side two; but Lessons 54 and 55 were on side one; whereas Lessons 56 and 57 are on side two. From a user standpoint, these arbitrary changes make the product somewhat less user friendly than would seem to be necessary.

Question 2(a) What specifically do children learn?

Team 2 Comments

The lesson objectives are clear. They are to learn how to introduce oneself with name, age, hobbies, and what town they are from. Other objectives include learning vocabulary such as fruits, different clothing items, transportation modes, parts of Japan (cities) and phrases as time location and weather.

Question 2(b): Are the bar code sequences appropriate for teacher use?

Team 1 Comments

As for question (2b) we can give an affirmative answer. The bar codes seem to be accurate and readable.

Team 2 Comments

Are the bar codes sequences appropriate for teacher use? (specific, yet flexible enough for teacher ease?) Bar codes sequencing seems relatively unimportant because operation of the scanner and box are not affected by sequence. However, there may be some value to the teacher in anticipating the general code numbers for manual entry.

Question 2(c): Do icons convey the intended meaning?.

Team 2 Comments

As the instructor uses the disc, the icons will become more familiar. At first, some may not understand the icons' intended meanings.

Question 2(d): Are the lessons appropriate for 45-50 minute sessions (especially for middle school?

Team 2 Comments

Yes. The lessons are appropriate for 45-50 minutes sessions. Each of the lessons are broken down into five sections composed of introduction, modeling, guided practice, individual practice, and culture connection. Each sections includes one or more activities. The time each of the activities takes varies from 2 to 10 minutes depending on the nature of the activities.

For example, in the lesson to teach the name of the colors, the teacher will first discuss with the students some of the feelings and emotions that people generally describe with colors and then inform the students that they are going to learn colors.

Then, the students will cut out the colored construction paper to make a set of flash cards, and use the flash cards, and use the flash cards for the color name practice, etc..

The activities of each lessons are long enough to keep the students occupied for 45-50 minutes, but whether these learning activities can attract the students' attention for so long need to be found out through observation.

Question 2(e): Is there sufficient cultural material?

Team 1 Comments

We found the videodisc to be significantly cultural as noted in question (2e). The videodisc covered the major areas of Japanese life (i.e.: historical, home, work, school, and recreation). Designers of ***Konichi Wa*** did an excellent job in to conveying cultural material.

Team 2 Comments

The cultural shots and content in the video disc are very good and are appropriate throughout the disk. There really isn't much more to say about this. It is either good or not.

One of the evaluators had learned the language as an LDS missionary nearly a decade before and had been extensively involved with the culture since then. It seemed to him that it would be more effective to include more of the culture earlier on in the lesson.

Question 2(f): Are the teacher explanations quick and easy to use, and do teachers actually use them? How much teacher time is involved?

Team 1 Comments

The first part of the question (the teacher explanations are quick and easy) receives a resounding yes. However, we feel the teacher will have to take an active role as the facilitator of this material for it to succeed in the classroom (although at this time we don't know how much of the material the teacher will actually use). Just as the students in the classroom will learn Japanese, so also will the teacher learn the Japanese language. This learning will require a substantial amount of time by the teacher.

Team 2 Comments

Yes. The teacher explanations are easy to understand and use. We spent about 15 minutes to reading the explanation and were able to start the lessons.

It is our opinion that if a teacher spends about half-an-hour to read through the explanation and another half-an-hour to prepare the activities and watch the lesson segment, he or she will be well prepared to teach the lesson.

A shortcoming in the lesson book which we noticed is that the book does not have a table of contents. It is hard to find specific lessons or contents.

Interest and Appeal of Program

The third set of questions deal with the interest and appeal of the video disc program. The questions are as follows:

3. Does the program have interest and appeal?
    a. How do students react initially and after continued exposure?
    b. Which parts of the instruction package are most attractive and which are least attractive?

Although our group was not assigned to evaluate the interest and appeal of the videodisc program, there are some questions pertaining to its interest and appeal which can receive a partial answer in conjunction with evaluating the videodisc. The observations of the two teams and suggestions for modification are stated below.

Question 3: Does the program have interest and appeal?

Team 1 Comments

Our overall feeling about the videodisc is that it is well done and will be an asset to the teacher in the foreign language class. We feel that there will be high interest and appeal ratings from the students, if their attitude of the program is similar to ours.

Question 3(a): Which parts of the instruction package are most attractive and which are least attractive?

Team 1 Comments

We feel the scenes of Japan are a highlight as well as the candid shots of the children in their various activities.

The constant turning of the videodisc because of the lessons being out of sequence hurt the overall appearance of the quality of this product. We found the poor animation in place of the excellent video in several of the later lessons hurt the overall professional appearance of the videodisc package.

Team 2 Comments

As for the lesson objectives, they are adequate. However, we do not see how having a dozen or more people introducing themselves is any more of a benefit to the learners. There are times when hearing seven people in a row became tiresome. It is good that the bar codes were done so that only one person would be shown introducing themselves.

We also feel that the disc needs to be re-arranged as far as the lessons are concerned. The material about Japan itself is left towards the end. We feel that to spark the interest of a new learner to a subject it would be good to give a introduction to the subject in this case showing parts of Japan and a bit of the history of the country.

APPENDIX C
CULTURAL SUPPLEMENT MATERIALS

GLOBAL

Konichi Wa

Introduction

This learning project has 45 lessons, with each lesson separated into three parts: Objectives, Materials, and Background Information. These sections are followed by supplemental enrichment materials such as pictures and informational tid-bits.

The 45 topics focus very well on Japanese culture. One evaluator involved with this analysis, Hiroshi Nakayama, is native Japanese, and feels qualified to give his opinion on this subject. The Objectives, Materials, and Background Information of each section provide good focus points for each topic; however, we feel that one page of text is insufficient. Additional materials are needed that the teacher can draw from.

Format

The numbering throughout the documents needs consistency. The text font was distracting and occassionally hard to read. Elements of page design were at times lacking. An overall feel of consistency was missing from the materials which gave them the impression that they were thrown together. Just attending to simple elements of headers, footers, consistent page formatting etc. could provide additional professionalism to the document. The use of an appendix and index would also aid the teacher in using

the materials more efficiently. This appendix could hold all of the Background pieces rather than inserting them at the end of each lesson without page numbering.
Lastly, we suggest the of the materials could be improved by reorganizing the the table of content to replace the overwhelmingly lengthy one now being used. For example:

Section 1: History and Background of Japan
Section 2: Cultural and Customs
Section 3: Social Life Style
Section 4: Education and Arts
Section 5: Others

Later in the analysis we suggest a template of some sort that could be added to the front of the material that would aid the teacher in preparation and presentation of lessons.

ANALYSIS ORGANIZATION

The following evaluation is broken into 6 sections:

1. Global Analysis
2. Content
3. Instructional Design
4. Record Keeping
5. Ease of Use
6. Conclusions

Global Evaluation Matrix

	Superior	Very Good	Good	Fair	Poor
Content		X			
Instructional Design		X			
Record Keeping					X
Ease of Use			X		

I. Package Contents

1. Resource Video Disc
2. Support Manuals and Lesson Plans
3. Cultural Materials

II. Hardware Requirements

1. Video Disc Player
2. Bar code wand
3. Display Monitor

CONTENT

CONTENT EVALUATION MATRIX

	Excellent	Satisfactory	Unsatisfactory	Not applicable
Objectives are fully and clearly defined	X			
Target audience is clearly defined		X		
Prerequisite skills are clearly defined			X	
Content is consistent with objectives	X			
Vocabulary level is appropriate for subject area and learner level	X			

CONTENT

CONTENT EVALUATION MATRIX	Excellent	Satisfactory	Unsatisfactory	Not applicable
Objectives are fully and clearly defined	X			
Target audience is clearly defined		X		
Prerequisite skills are clearly defined			X	
Content is consistent with objectives	X			
Vocabulary level is appropriate for subject area and learner level	X			

The cultural materials help students learn about another culture by familiarizing them with their own. This method of comparison is a good learning strategy. Familiarizing the children with their own culture and then examining parallel elements in another culture will only enlighten the children's understanding of the concept of other existing cultures. The attempt of the cultural materials to teach children awareness and respect for other cultures is admirable. However, that attempt cannot solely be accomplished by the cultural materials; the teacher will have to play a large role to succeed with this objective. We agree that the content of the cultural materials is clearly presented and outlined in a understandable fashion. The content does accomplish its listed objectives for the individual chapters. We do note that there were no objectives listed for the contents as a whole. The content is written in a format that we feel is understandable to the children at the elementary level.

We are concerned that the cultural materials are not linked to the videodisc. We were under the impression that the videodisc and the cultural materials were one package since they are packaged together, and if they are one package, there should be some link, even if only instructions that tell what part of the cultural materials can be found on what part of the disc. We are aware that the cultural materials were produced separately by Clark County (Nevada) School District. Knowing this, it is still important to point out the importance of linking the two. We are also concerned that there is no

introduction to the cultural materials, we feel that an assumption should not be taken that everyone will be familiar with its contents. Also along the same lines, there is no instruction to use the manual. Another assumption that we feel is not warranted: there are no prerequisites assigned, and if there are no prerequisites required then there is nothing stating that fact. The adequate use of the cultural materials seemed to us to be dependent on the teacher. If the justification for this is that it is because the target population is elementary school children, then anyone using the cultural materials would not be able to recognize that fact because there is no target population listed with the cultural materials.

The concept of the cultural materials is valuable and with Asian cultures almost always necessary. Some of the teaching strategies used in these materials were effective. The structures of the individual chapters were organized well within themselves but lacked such organization as a whole.

INSTRUCTIONAL DESIGN

ID Evaluation Matrix	Excellent	Satisfactory	Unsatisfactory	Not applicable
Learner controls rate and sequence of instruction				X
Program can be used independently		X		
Learner interacts only with appropriate segments	X			
Program utilizes a variety of display and response modes				X
Program minimizes necessary typing				X
Program handles a wide range of student responses	X			
New material is presented in context and is related to previous material		X		
Summaries and reviews are provided, important concepts are restated	X			
Program can be adjusted by user for local needs				X
Appropriate use of graphics/color/sound		X		X

ID Evaluation Matrix cont.	Excellent	Satisfactory	Unsatisfactory	Not applicable
Feedback is useful and appropriate				X
Instruction is active rather than passive		X		
Learner expectancies are established		X		
Program has a consistent display rate				X
Displays are clear, understandable and effective				X

In evaluating the instructional design for the cultural materials that are used in the Japanese video disk program some definite strengths and weaknesses were determined. It was determined that the teacher could use the materials independently from the video disk and that the units provide a variety of required responses. The sections are written in such a way that teachers can integrate them into their own teaching method. The materials also seem to be developed to encourage students to interact in their learning experience through discussions, mini-lessons, and presentations. The flexibility given to teacher on how to integrate the cultural material is good, but when delivering a new program some direction on how to proceed is required. With the Japanese Cultural material there is no attempt at giving strategies or explanations to the teacher on how to best present the units or how evaluate the students progress. This is a weakness that needs to be corrected.

Each section dealing with the history of Japan builds upon the prior historical units, and each of these sections give a brief yet clear and understandable overview of historical events that have occurred within Japan. This portion of the program, however, appears to be the only part of the cultural material that builds upon the previous units. The others units are sectionalized or isolated. They touch on different areas of the Japanese culture, but there is no attempt to tie them together.

Overall the Japanese Cultural materials provide a good learning experience and with a few modifications the learner will have a great experience in learning about the culture of Japan.

RECORD KEEPING & MANAGEMENT

RECORD KEEPING & MANAGEMENT MATRIX	Excellent	Satisfactory	Unsatisfactory	Not applicable
Program keeps records of student response				X
Program keeps on going student records			X	
Program includes diagnostic/evaluative testing			X	
Program generates further assignments		X		
Program graphically depicts students progress				X
Program provides statistical information on student progress				X
Program allows printout and screen display of of student records				X

There is no system that we could find that would help or facilitate record keeping or student tracking. Although this criterion might apply more to computer based training than to support materials, there still needs to be some system of evaluating how well a student is learning. Many teachers have been making their own tests for a variety of subjects, so maybe this is not a major concern, but it would seem that an integrated assessment system that would tie into the already well designed materials, would provide the finishing touch to a quality project.

A language program seems to be dependent on the cultural aspects of the native people and country. In the case of Japanese, we would think this dependency only becomes magnified because of the extent that tradition walks hand in hand with modernism. There are so many parts of Japanese culture that affect both the language usage and non-verbal communication. To have no assessment of the ability of the students leaning this very pertinent information seems to be a wrongful exclusion.

The program does suggest other activities that could be done for assignments

with in some lesson plans. This aspect encourages some generalization and transfer of many vital components. In watching these extra activities, the teacher could watch and evaluate how well the student is learning and grasping the subtleties of the culture.

EASE OF USE

Ease of Use Matrix	Excellent	Satisfactory	Unsatisfactory	Not applicable
Support materials provided are comprehensive and effective	X			
Program is reliable in normal use				X
"Help" procedures are available			X	
Program can be exited by student when appropriate				X

The designers of the cultural materials have gone to great lengths to provide easy-to-understand enhancements to video disk exercises. The designers of the materials have done a superb job of providing materials that any teacher could pick up and use in his/her classroom. The students will gain much from what is contained inside. They will learn of Japanese history, the major cultural differences, the many hardships as well as benefits of living in a country such as Japan. The students will come to understand the great traditions that are still respected and followed by many of the Japanese people. The materials are very extensive and inclusive of information necessary to understand and appreciate the Japanese culture.

Our only suggestion is that there be more front end organization materials that will inform the teacher about what to be prepared for before proceeding. The materials lack clear guidelines and objectives overall. They list objectives for each lesson, but there is no formal "mission" statement that refers to the materials as a whole. The advantages of such a system take away the overwhelming feeling of taking on a project such as this, and only add to the excitement of teachers looking forward to using the

materials. Such an organizing scheme would also provide the teacher with realistic expectations of time and tool use. It would help them arrange their preparation time better and allow them to be better prepared. Though there were activities introduced and questions at the end of each section, there was not any formal suggestion how these materials should be used. Maybe that information is in the Konichi Wa manual or tucked somewhere in the cultural materials.

The information seems to be both reliable and comprehensive. It is structured in such a way as to encourage teachers to use their own techniques in the classroom setting. It also provides for a varied response range. Over all we felt that the Japanese Cultural Materials were extensive and should provide adequate support for the teachers using the videodisc. The package contains extensive lesson plans that provide the teacher with the additional materials needed to enrich a foreign language learning setting.

There are a few short comings of the materials that are minor but worth mentioning. Because of the amount of material provided, they may be overwhelming to a new teacher who is already apprehensive about teaching a language where he or she lacks experience. A short guide that maps out exactly how to use the materials in the front of the materials would be helpful. There is an introduction, and there are paragraphs that list the objectives and purpose of the materials and there is even a short message that informs the teacher how to use the information with the videodisc, but there is no formal plan that lists the amount of preparation time that will be required per lesson, or what tools would help enhance the lessons or variations that could be added to the lesson (or even if that was possible). It just needs some type of organizational template that would help inform the teacher about what is about to be introduced and what the requirements are going to be to return that information to the student.

Once the organization is clear the manual is very easy to use. The manual lack any kind of assessment instruments that the teacher could use to access students retention of material. Obviously lacking was any kind of student tracking. Even if the student is not going to be assessed, the teacher must still keep track of the students progress through the lessons. If teachers feel these things are needed they will have to spend their own time developing them.

One of the most positive aspects that we found in the materials was the approach of helping the student learn about another culture by helping him/her become more aware of his/her own. The materials try to teach awareness and respect of other cultures. The material is written using concepts that are easily grasped by young students, so less is required of the teacher to adjust them to their level. This point of correct concept placement is very interesting because the materials never spell out a target population, but they do address a certain age group.

Even with the quality of teacher in the present educational system, we believe the materials leave too much up to the teachers. The lesson plan contains a lot of information, but there are not many suggestions on how to present that information to the students. However, these cons can also be pros in some people's eyes. Lack of restrictions breeds freedom of expression and creativity. We just don't know how many teacherswill take the initiative needed to motivate the students to learn. The materials do encourage teachers to ask their students questions to build interaction. Such looseness in structure may also provide the teacher with the flexibility to respond to varied responses.

CONCLUSION

We do feel the program as a whole is very valuable and produces effective results. The cultural materials compliment the videodisk program. They also provide knowledge about the people of Japan that will probably not be forgotten. It will be the people and the foreign scenes that will be remembered long after the students memory of the language has faded away. The cultural materials provide information that helps students respect the Japanese people.

It has long been known that people mock what they do not understand. We believe it is possible to learn a language and still have no respect or little appreciation for the people who speak it. Thanks to the cultural materials, students will have a better understanding of the people of Japan. This includes their dress, values, history, games, government, and other aspects identified in the cultural materials.

During our on-site evaluation in Las Vegas March 3rd and 4th, middle school

teacher Patricia Arroyo was interviewed in Las Vegas. She said that there have been "several" instances where students have returned from their first couple of Japanese classes with reports of unhappy parental reactions. These parents wanted their students taken out of the language class because they did not want their child learning about Japanese people. Patricia was asked if these frustrations stemmed from cultural biases. She quickly replied, "Yes."

Patricia stated that, when she first started showing the videodisk, students would make fun of the Japanese children identified on the screen. She said, "Children can be very mean," and she added, "The videodisk program (cultural materials) has provided understanding- and now the children don't make fun of the people anymore."

Also while talking with the children in Las Vegas at Orr Middle school, students identified their favorite Japanese characters. Across the board, Mami was selected as the favorite. All the students agreed that she is the loudest, clearest and easiest to understand. And one student added, " She is pretty."

Cultural Supplement Materials Evaluation Team

Thanks to the cultural materials, children at Orr have not only stopped discrediting the people, but they also relate to them and appreciate them for what they represent as members of Japanese culture.

APPENDIX D
LAS VEGAS OBSERVATION AT GIBSON SCHOOL

CLASSROOM OBSERVATIONS

The students who attended the Gibson middle school were seventh grade students who choose either to take the Japanese course or a computer science class. The course was in its sixth week of instruction for the current term. The teacher, Mr. West, was teaching the course for his third time. He began teaching with the Konichi Wa videodisk in September of 1993. Until that time Mr. West had no experience with the Japanese language, but he taught Spanish and other language classes at Gibson for 17 years. There were 10 girls and 12 boys attending the first class and 9 girls and 11 boys attending the second class. The ethnic background of the students was mixed.

Attitudes

The class as a whole was energetic about learning Japanese. Most students were enthusiastic about responding to teacher questions and did not shy away from speaking in front of the class. Every time the teacher asked questions at least five hands went up (and they weren't always the same people). Each student possessed confidence about the knowledge they had developed. The level of learning seemed consistent throughout. The students respondent to the videodisk instruction. We noticed that the students paid attention to the video monitor when sections were played.

Accomplishment and Language Skills

We were impressed with dialect and understanding of content. They were able

to give their names, where they live, what they like, and what they do not like. Some student even were able to identify any number chosen by the teacher under 100. They also were able to identity in Japanese different types of wild and domestic animals. They responded to questions asked in Japanese by giving answers in Japanese.

Learning strategies

Both classes we observed were identical in the teaching strategies. They began by asking the student to recall prior learning through oral repetition. After a section of practice cultural materials were presented. Notes were being taken by the students on what the teacher was telling them. Then the cultural knowledge was repeated through of the videodisk. The sections were played several times. The students continued to fill-out their sheets.

FOCUS GROUPS

Group One

How long have you studied Japanese?

"Six weeks."

How do you like Konichi Wa?

"I could not hear everything they said. "
"It was hard at first."
"It was hard when they talked really fast."
"My Mom thinks I should take it next year. "
"Sumo wrestling is really cool."

What Don't you like?

"Tests. We have open note tests. "
"Lots of information and lots of paper."
"I just wrote it all on one paper."

Who don't you like?

"I don't like Tacoma; his voice is really low and he talks fast."

"He was hard to understand."

What can you say?

"All of the kids could introduce themselves, state what they like and don't like, and where they were from."

Is it scary to get up in front of class?

"No not really. Girls are more shy to get up in class."

Hard to learn Japanese?

"No it is easier then we thought it would be."

Cultural things?

"If went to Japan, we could ask for directions because we know the basics."

"What to get and what not to get."

"We would know what to do if someone invited us to their house. "

"We would know to take off our shoes, bring a gift, and that guest sits in the most honored place."

What would you want to do in Japan?

"Watch Sumo wrestlers."

"Go to the mountains."

"Go to a good restaurant"

"Eat a snake."

How do you learn Japanese best?

"By watching the video."

"Watching TV was more interesting."

"I like the worksheets."

"There was a problem with the worksheet papers."

"You can drop things and they get messy. We want it organized."

How can you learn Japanese better?

"No ideas."

First week in class?

"I was scared."

"Couldn't understand people. "

"I didn't think I could do it."

"I like it more now, at first I didn't think I could do it."

Is it a hard language to learn?

"Not when you get down to it."

"It getseasier once you break it down."

"When you think about it they aren't talking that fast."

"Learning this will help me in high school."

Who would take Japanese in high school?

"I would if they taught it like he does."

" I would like to take a Spanish videodisk class."

(One person said maybe while the rest of the five said yes.All said they would want to go to Japan and teach them English. Kids wanted to know what other discs are available? They want Spanish, but would take Japanese over Spanish).

Is this your favorite class?

All of the kids agreed they learn the most in this class. The integral visual aids help the students learn faster. The students all agreed that this was their favorite class, except PE for one kid who said,

" I already have a billion things to do."

The others:

"We learn a lot more in this class. It goes faster when you are having fun. "

"It is my easiest class because of the videodisc. "

"They teach you something then you can understand the characters in the video."

"It is fun."

Group Two

How do you like Konichi Wa?

"It is cool."

Is this your favorite class?

"Yeah, because it if fun."

"We are doing something besides school work."

"We get to learn a language. "

"Second behind PE. "

Favorite character?

"Basketball character. "

Counting?

"One boy counted to 30." (*Most could do some counting.*)

OBSERVATION

We began our business by meeting Elena in the hotel lobby. We proceeded to Orr school without much interaction. Jeff and Darren began work at Orr while we ate breakfast and spoke with Elena. The conversation was interesting and intellectually challenging. The subject matter of our conversation covered the introduction and implementation of the videodisk. Elena was positive about the videodisk thus far. From her standpoint no glaring problems have arisen. It was interesting to hear Elena bring up the lack of training fro teachers in the implementation of technology. She also noted the lack of instructional technologist in education in the district, but she concluded there are not any job openings for them. She was interested in the theories of learning and wanted to know more about the genre of literature supporting instructional technology. She talked about the raising awareness of cultural attitudes as the children learned a foreign languages. Overall, our visit was enlightening and pleasant.

Gibson school students came from a lower-middle sociological group. It is very multi-cultural: Hispanic, Black, White, American Indian. No group dominated yet the majority of instructors were Caucasian. The Principal is a black female around 50 years old. We interviewed her briefly. She had only heard very positive comments. The only negative comment reported was that there wasn't a follow-up program so stu

dents could continue their study. She believes that the instructor was doing a good job. Later comments she received, verified her impressions.

Mr. West has taught at Gibson for 17 years. He is a reading and foreign language teacher. His language experience was in Spanish and Russian. The kids in the first class were more hyper (energetic, activated) than the afternoon session. Mr. West informed us that some of the kids in the earlier class were from special education. One girl was disruptive to the point where she was sent to the office. Later in the day we discovered that her brother had been killed in a drive-by shooting two days earlier. This dramatic incident at home is indicative of the kind of issues which the teacher was facing. The atmosphere for teaching was not exactly ideal. With all these distractions, teaching still took place.

Mr. West began by having randomly selected children get up in front of the class and in Japanese state their name, what city they lived in, what they liked , and what they disliked (which was invariably school or homework. The children were a bit nervous in front of the camera, but they performed well. Then, he asked questions in Japanese and the children responded in Japanese. (We don't know what the subject matter was.) The children seemed quite adequate in their responses. They were also eager to participate and many times Mr. West had to regulate response. Later Mr. West commented they were not just acting for the camera, but that this has been the pace for the course. Following the Japanese questions he played sections of video showing animals with Japanese audio; then the video only and ask the children to pronounce the words. Afterwards he lectured in English on cultural material and asked the student to take notes. When the material was covered, he played a three minute clip of a video representation of the cultural material.

After first period we talked to Mr. West about the program. He really likes the courseware materials. He felt that it was a positive experience for the children. A number of the students who performed poorly in other classes have performed well in his. Each student entered the course with no understanding of the language. Consequently, the class progressed together in their acquisition of knowledge. Some children felt they were not so stupid and could excel in the subject. Many self-esteem issues were discussed. After lunch we observed half of the second class and conducted a focus group. The structure of presentation for the afternoon class was similar to that observed in the

morning. The focus group went very well except for a number of buses driving by which made it impossible to hear responses or use portions of the interview for video footage.

We met Elena Steel at 4:00am in her office. Much of the time was spent observing and discussing a Spanish video they have been developing. She is excited about the Japanese program and our evaluation process. She has no complaints about how the system is working. Presently, she is comfortable with all aspects of the Japanese program.

Day two we returned to Gibson middle school and ran a focus group with the first class. Our second focus group happened to draw-out a quiet group of children. We observed the first half of the lesson which followed the same structure as the first day. We had to pry to get information out of them. After the focus group a discussion was held with the entire second class. Some very interesting points were discussed. First, all of the students enjoyed the class and stated that it ranks in the top of their list of courses taken at Gibson. Secondly, the students were asked if they were nervous about taking a Japanese class. All but a few hands went up. A follow-up question asked if they would take another foreign language course. Roughly 15 students out of the 20 in the class said that they would. We asked they why their attitude has changed about foreign language and students replied that it is not that hard. They talked about how cool it is to learn another language. Many students noted they could go home and impress other with their language skills. The children talked about empowerment issues (e.g., getting a job).

The students like the videodisc. One student commented that it makes a comfortable atmosphere. He said they were accustomed to watching television at home and now it is cool to be able to watch in class. Another student commented that she liked being able to model the dialect. They could see the person, hear them, and then practice speaking. One student even said her mother wanted a copy of Konichi Wa so she could see it at home.

We asked what they did not like about the program. During class with all of their class mates around nobody had one negative comment. The entire atmosphere

was favorable towards all parts of the course. In the focus group we heard complaints about taking notes and the test; but in the class discussion these issues did not arise.

We had a final interview with Mr. West as we began wrapping up our observation. He enjoyed having us observe his course and perceived the students were more excited about the course. He wished there were more programs that could take the language farther for the students (beyond his course), but mentioned state regulations that required a teacher to certify in the language before they could teach it past the nine week course level.

After the second day of observation the evaluation team met with Elena Steel for an exit debriefing. We wanted to know if the teacher selection was unbiased. Our concern was that both teachers were excellent teachers. We wanted to know if she sent us to the best situations for observation. Elena said she has nine school that have the adopted the program. Only two have several courses being taught. She choose which schools the observation team would visit based on this information. She had visited Orr middle schoo,l but had not seen how things were going at Mr. West's class. In the end, we felt comfortable with the sample of teachers.

CONCLUSIONS

The experience developed a much greater understanding of the evaluation process for each of us. It was a good experience to take ideas and tactics we learned in class and apply them in a real world situation. Regrettably not all students in the class could have the same experience. Our situation worked well. Because of the nature of our group the students responded to both of us in an amiable manner.

Our impressions of the videodisk course are all positive. If the objectives are for the students to have a positive introduction to a foreign language, then when 15 out of 20 students say they want to take another foreign language, the results speak for themselves. The students are learning the language and enjoying the media of presentation. The only negative comments were not major issues. In the situation we observed the program is operating smoothly.

APPENDIX E
LAS VEGAS OBSERVATION AT ORR MIDDLE SCHOOL

This paper identifies our general findings and opinions developed during the on sight evaluation of the Konichi Wa Japanese language video disc produced by the Utah Videodisc Consortium. For our evaluation we used several assessment tools including class observation, student focus groups, teacher interview, and a teacher survey. The evaluation took place at William E. Orr Middle School located at 1562 E. Katie, Las Vegas, Nevada.

TEACHER PROFILE

Ms. Patricia Arroyo has been teaching at Orr Middle School for over 10 years now. For the first 10 years she taught English as a second language to students who did not speak it as a native language. She said that she has enjoyed reversing the role and teaching other languages as the second language this year. Ms Arroyo could be considered a very motivated teacher. She was so excited to be teaching Japanese this year that during the summer she went to UNLV and took a Japanese class to prepare herself. She has been teaching Japanese since the beginning of this school year in September. One of the unique things Patricia did to make the class more of an experience was to schedule a night at a local authentic Japanese restaurant for any of the students and their parents.

CLASSROOM DEMOGRAPHICS

The students who attend Orr Middle School represent a diverse set of cultural and ethnic backgrounds with no one particular dominant group. Many of the students come from lower-middle income families and live in apartments, not homes. The

neighborhoods where these children grow up are rough. Waiting for the second class period we observed posters on the wall in the hallway depicting highlights and low points in the student's lives (one student having had a bad day after being shot.) The students in Ms. Arroyo's classes were sixth grade, 17 boys and 11 girls in the morning, 14 boys and 13 girls in the afternoon. The students were completing their sixth week of a nine week term during our visit.

STUDENT ATTITUDES

The videodisc was very effective at gaining and holding the students attention. Without direction from Ms. Arroyo the class quieted down quickly when the videodisc came on the screen. As she reviewed the material from the previous day the volunteer participation rate was between 75 and 85 percent. On several occasions a student asked if Ms. Arroyo could play the clip again because they did not get it the first time.

ACCOMPLISHMENTS AND LANGUAGE SKILLS

Memorization of words and phrases was obvious during the review at the beginning of each period. Ms. Arroyo would give the students a word or phrase in English and ask for a translation. During the focus groups we asked one of the students to tell us their favorite phrase in Japanese, then we asked one of the others to interpret for us. In each case the interpreter was correct, according to the first student and the others agreeing. Character recognition also appeared to be taking place, as Ms. Arroyo drew the Kangi characters on the board and asked the students how many this was.

LEARNING STRATEGIES

The learning strategies appeared to be effective from the observations of the in class reviews. The strategies were a combination of drill and practice and the use of drawing Kangi characters to reinforce the knowledge through another channel. The information on the videodisc was used extensively as a model for the students.

CLASSROOM OBSERVATIONS

Classroom Observations, morning class March 3

On the first day of the evaluation, we spent our time in the 9:00 am class observing the instructor using the video disc. She used the disk to teach students the name of each day of the week. It seemed, as she turned on the video and turned off the lights, that each of the students gave their complete attention to both her and the monitor. At the completion of this step, student were able to recite the names of each day collectively. An individual assessment was not obtained by the instructor at this time.
She then wrote numbers 1 through 12 on the chalkboard in both Japanese and English and had the students collectively and individually vocalized the name of each number in Japanese.

She concluded the class lessons by distributing paper , brushes, and ink for each student to try their hands at making their own Japanese Kangi. She used the videodisc as a model for students to follow in their artistic endeavors. Students worked slowly and carefully to maintain consistency with the images provided on the videodisc. As the students worked, she asked several of them to recite the name of each number in Japanese. These students appeared to be proficient with little of no coaching.

Focus Group #1 afternoon class, March 3

For this days 2:18 class, we randomly selected 6 students to leave the classroom to participate in a student focus group. Jeff began this meeting by asking each of the students to say a statement in Japanese and then asked another student to interpret what the fist had said in English. In every instance, the second student was successful at identifying the first students statement.

Also in this focus group, students identified their favorite Japanese characters. Across the board, Mami was selected as the favorite. All the students agreed that she is the loudest, clearest and easiest to understand. And one student added, " She is pretty." The softball player was liked because he not only spoke in Japanese, but he also illustrated his phrase by throwing a baseball. The students seemed to relate well to charac ters who were in the appropriate setting and were dressed to fit the part. e.g. the baseball player was wearing a baseball uniform.

This group also identified the characters on the videodisc they did not particularly care for. The character who said Coca-Cola was not as appreciated because his statements were, according to one student, "too slow and sometimes too fast... and kinda weird." The karate person is not appreciated as well as others because he is not in a Karate uniform . One of the male students said, "He is not dressed in a uniform, a dojoe or anything." When the same student was asked if he liked the way the Karate person spoke he said that he did.

Students identified how the teacher uses the video as a model. "If we do not understand something," one student said, "the teacher will play it again until we can." One student said she liked the vegetable section of the videodisc because it would show you the vegetables and then give you a couple of seconds to guess what it was. "I think this helped us to learn it a lot, memorize it and stuff," she added.
They also agreed that the art work (Kangi) helped them to appreciate both the culture and the language. And they liked being able to paint their own Kangi. One girl said, "As I write it, it helps me remember it.... "I think it's really beautiful and I like doing it." Students also like the games the teacher would use to help them learn. One game identified involved coloring pictures of fruit an paper, cutting the pictures out, and placing them into an envelope. The instructor would then say the name of one of the fruits in the student's envelopes to see who could retrieve it the fastest. The students liked the competitive nature of this game.

When asked why they liked the videodisc, one student responded, "The video makes it so you can see the Kangi, and it is not from the teacher. "I like how you can actually see and hear people from the country say it," he said.

Focus Group #2 morning class, March 4

For the second day's 9:00 am class, we took six randomly selected students outside for another focus group. This section reiterated the focus groups comments from the afternoon before. Students shared the same appreciation for characters.

Mami was again chosen as the favorite character because, "she talks loud." The basket ball player was not liked by one student because, "He talks to fast and he does not talk clearly." The student added, "You cannot understand half the things he says."

When asked, if they would prefer instruction solely from the instructor, the students unanimously responded that they liked using the videodisc because the teacher did not know the language very well and because they enjoyed seeing a different culture. And the students liked seeing the characters from the disk in their natural settings.

When asked if there was one thing they would do to make the videodisc better, one student said, "Put more people in it." She also said that it was the students on the disc that made her want to learn, "because grown-ups aren't as easy to understand." When asked if they would like to go to Japan on their vacations, the students all quickly responded with an enthusiastic, "yeah!" The students all agreed that class time went by very fast, because they were having fun learning.

Classroom Observations, afternoon class March 4

On the second visit to the 2:18 PM class, students learned their colors in Japanese through the use of the videodisc. Just as was the case on the first day in the 9:00 AM class students were all involved and eager to participate and vocalize their understanding of the Japanese Language. This day was a reflection of the pervious days enthusiasm on behalf of both the teacher and her students. As an indication of the interest level of students one student tried repeatedly to re-enter the class after being dismissed for causing a disruption.

INTERVIEW WITH PATRICIA ARROYO

The teacher, Ms. Arroyo, was very vocal in her support for the videodisc program. and she seemed to approach our session prepared to give objective feedback on the videodisc. According to Ms. Arroyo, her students are learning faster than they normally would as a direct result of the video. She said she's had guest speakers come and they are "amazed at how fast the students are picking it up."

She said that she cannot use the videodisc for more than 15 - 20 minutes in each class period, because the students begin to loose interest. She said that she needs to keep the class lessons diversified; otherwise, she looses the attention of the students. She said that although the video is effective in conveying information, it does not con

tinue to hold the students attention beyond the 15 to 20 minute mark. She added that this is true of any school lessons.

According to Ms. Arroyo, the ten teachers participating in this program in Clark County so far have been volunteers. They are people who are "gung ho" about the program. "They all want to make it work," she said. I asked her if she thought the videodisc program would add to a class taught by a teacher who's not as motivated. She said that she did not know.

Ms. Arroyo said that she believes a teacher who uses the video disk must have a language teaching background. "I think you need to be a language teacher." Teachers who use the disk need an understanding in language before they can teach using the videodisc."

When asked if she would change anything in the videodisc program she said it would be the volume. "There are times when it is not loud enough. "The book is also darn near perfect too," she added. Although Ms. Arroyo had no problems using the videodisc remote control unit, it did take her some time to learn how to use it. She also indicated that she needed to replace the batteries often (Once per quarter) and that she would appreciate having a battery supply provided, because she is buying all of her own.

Ms. Arroyo said that she enjoys learning along with the students and that the videodisc is helping her too. Asked if videodisc met her expectations. She said, "It surpassed them. I thought it would be very intimidating." She said, "The disk makes it easy." Ms. Arroyo said other teachers were first baffled by the sounds of the language too. "...Now they are not, and it is the direct result of the videodisc." She would give the program an A. And if the scale was from 1 to 10 she said she would give it a 9, just because of some technical difficulties she has encountered.

Ms. Arroyo said that while kids can be mean and will make fun of another culture's dress codes and life styles, the videodisc helps address these problems. However, because children do not understand why different races look different, a brief lesson in anthropology would add understanding, because the technology of videodisc capability and its apparent impact on students.

SUMMARY

We believe the video disk is beneficial in the teaching of language. From our first observation to our last, we saw no student who disliked the program; actually, it was always just the opposite. The students were anxiously engaged in the learning process especially when the videodisc was being used. They thought that the videodisc was a great diversion from traditional teaching methods.

Students liked learning language from other children (characters from the videodisc) because they were able to identify with them. Having other youth model the language was useful. It helped to eliminate intimidation to see characters such as Mami in her country saying Japanese phrases. Where they were initially intimidated by the language, they all developed an appreciation which extended further than just the language , to include the people and their culture.

There are some characters in the program that could have been presented better such as the basketball and softball players who were hard to understand. As a whole, showing the characters outside and involved with interests the children here in America have was a great influence.

Technical problems such as calling up ice cream and seeing a picture of juice is a problem reported to have happened on occasion. Despite the programs few short comings, it is appreciated by students. They are learning Japanese better and enjoying it more than they expected they would. Most students indicated that it was their favorite class and that they would like to take another language class.

APPENDIX F

INSERVICE EVALUATION

INTRODUCTION

This is the summative evaluation report of the Japanese video disc inservice. To evaluate the inservice program, three approaches were adopted: (1) on site observation; (2) questionnaire survey; and (3) telephone survey. The reason why two different surveys was conducted was that we thought that the questionnaires collected immediate after the training might be different from the telephone survey which was conducted almost 2 months later.

This report consists of five major parts:

(1 The first part is the notes of our observation of the three inservice training sessions.
(2 The report of questionnaire survey.
(3 The report of the telephone survey.
(4 The strengths and possible improvements will be dis cussed.
(5 The conclusion.

THE OBSERVATION OF THE INSERVICE SESSIONS

Three sessions of inservice training of one and one-half hours each were held over the ED-NET systems at various educational facilities around the state. The tech-

nology involved in the ED-NET broadcast was very impressive. It included: live video and audio from each of the sites, overhead camera shots for displaying the teachers manual, closed captions of the words or phrases being taught and video segment broadcasting. Based upon our team's viewing from the Logan site, there were only a few times when the originators experienced difficulties with the system. One instance was when a voice came across the air from an unidentified site, testing a microphone. The second was when the sound was missing from the video disc segment. Neither situation was a serious distraction from the content of the session.

The purpose of the sessions was to orient teachers to the use of ***Konichi Wa***, to the technology, and answer the questions and concerns that the instructors might have while using the disc. The sessions were also designed to teach the classroom Japanese phrases and introduce the Japanese culture.

The approach was to use a two-stage implementation process: first, to train a designated technical representative at each site and second, to inform all teachers who would use the videodisc program next year. The first session was designed to introduce the disc, its development and the content structure to the techinical representatives, as well as to train the specialists on how to use the disc and bar code reader. The idea behind familiarizing the specialists on how to use the video disc was to have them supervise the practice with the video disc player and bar code reader in the later sessions and assist the teachers on-site. It was planned that each site have two teachers function as specialists. However, almost half of the site specialists were not at the first training session. It appeared that nothing was done to compensate for their absence. The specialist at the Logan site didn't show up until the final session.

The second session was designed to train the teachers who were going to teach Japanese with the video disc. At some of the sites, specialists were assisting those who needed help. The material taught at the second session was very similar to covered in the first session. Art Burnah, the course developer, and John McKee, a specialist in Japanese, alternated in teaching. Art gave an overview and introductions, while Dave taught the sample lessons. The teacher were also showed how to use the video disc player and bar code reader.

The third session was primarily focused on teaching the teachers to pronounce the classroom Japanese phrases correctly. The session also showed the Japanese cultural materials and how to use those materials to learn the language. Art and Dave answered the questions raised by the teachers.

A total of 46 teachers had indicated that they would attend the inservice training However, the actual number of participants was less than expected. The third session was the only session when each site was represented with participants. Estimates of the number of actual attendees are as follows: April 18, (Technical Representatives only meeting) 18 people attended; April 15, 30-35 persons attended; and May 13, 35-40 persons attended. (Estimates based upon participant observers checking with State Office sources.)

THE QUESTIONNAIRE SURVEY RESULTS

Twenty-five (25) participants returned the questionnaire survey sheets. Their responses of the inservice training program are generally positive. However, some of the participants also pointed out the weaknesses of the program which coincide with those possible improvements we suggest.

The following table shows the participants' rating of the program:

RATING SCALE

Strongly Agree 5 4 3 2 1 Strongly Disagree

QUESTIONS	# of 5's	# of 4's	# of 3's	# of 2's	NO RESPONSE
Were your objectives met?	8	9	5	1	2
Do you feel that this inservice program prepared you adequately to use the disc in your classroom?	9	10	6		
How was inservice organization?	13	6	3	1	2
How was introduction to teacher materials?	15	6	2	2	
How was teacher materials?	16	6	2		1

	# of 5's	# of 4's	# of 3's	# of 2's	
How was student materials?	13	9	2		1
How was cultural materials?	16	5	2	1	1
How was video segments?	18	6			1
How was on-site practice sessions?	10	1	9	1	4

From the table, we can see that most of the participants expressed positive attitudes toward the program. They commented that there was not enough hands-on practice. The ratings of the program appear uniformly high, which should be seen as no small accomplishment in delivering inservice instruction in a novel way to veteran teachers. THe two areas of some concern--and both show fairly high ratings--are their feelings of being adequately prepared for using the disc in the classroom and having enough on-site practice with the hardware.

TELEPHONE SURVEY RESULTS

Follow-up telephone calls were conducted between May 15th and June 15th, reaching 9 participants (see appendix G for the instruments used).

Generally, the participants felt that the entire sessions were very helpful to them due to the nature of the setup and instruction provided. They felt that the program division was beneficial to their learning process because of how they were introduced to the various sessions. The practice of using the bar code reader was especially helpful to those who had never used one before. All of the participants thought highly of the practice of Japanese phrases.

Most of the participants agreed that the repetitious nature of the inservice was instrumental to how they adapted to the lesson. They agreed that hearing the language from a non native speaker (John) gave them hope that the language can be learned. One of the participants felt that the inservice greatly helped in allowing her to see and communicate with other teachers. She felt that she could now have a contact base for future references.

Most of the inservice participants felt that the final session was really good and that the information presented was helpful. They felt the interactive nature of the session allowed them to freely raise any questions that might arise throughout the process whether in school or at the inservice session. The participants felt that the instruction was good due to its hands-on experience. They regarded such training as the focal point of their learning because it allowed them to practice things away from their students.

Participants surveyed did not indicate any weak points of the inservice. They felt that it covered all bases and that it was beneficial to them. They mentioned that the inservice was generally good and wished it was done earlier.

The inservice, according to the teachers, was very good. It allowed them to envision different ways to teach and allowed them a chance to see how language and culture are intertwined. They felt that the cultural display gave them a sense of the language itself. They wanted to learn more of Japanese culture. The participants felt that the instruction involved a lot of listening skills. That special education students do well as the other students in the class.

One of the teacher mentioned liking the step-by-step instructional method to go through the sample lesson. Another participants thought that the cultural material were informational, and that it would be especially beneficial for the elementary students who had limited knowledge of other cultures.

Some of the participants were impressed with the videodisc and how well it had been received by the students had been exposed to it already. They felt that the inservice was "very adequate" in preparing them to use it in their class. They appreciated Art's willingness to help coordinate the grant request for matching funds.

All the comments on the inservice were positive except one from a participant who complained about lack of practice of the disc because this participant's school did not have the video disc.

STRENGTHS OF THE INSERVICE PROGRAM

It was apparent that Art Burnah was very receptive to previous evaluations of his program. Two examples of his willingness to make suggested improvements are: 1). Joan's suggestion that they explain the difference between two different forms of Japanese writing, which they did; and 2). It had been observed in Nevada that the teachers did not use Japanese expression to praise the students for their good work while teaching the lessons. Dr. Eastmond had suggested that they teach the teachers how to say the Japanese praises listed in the introduction to the manual so that the teachers would use them in the classroom. The Japanese praise phrases were practiced in the third session of the inservice training and were welcomed by all participants surveyed.

The team teaching of Art Burnah and John McKee was perceived to be very effective. It was a good blend of overview and model teaching demonstrations.

POSSIBLE IMPROVEMENTS

Having a specialist at each site seemed to have a great impact on the success of the sessions, but almost half of the site specialists were absent at the first training session and it appeared that nothing was done to compensate for their absence.

While in some cases the "technical specialist" may have been familiar with the equipment and/or videodisc beforehand, some verification of readiness might have strengthened the technical representative's role.

It might be helpful to have one person in charge at each site to ensure the teaching over the ED-NET was well received. One of the participants at the Logan site spent most of the time talking to one of the other teachers. This was quite distracting to others in attendance. Such communication between participants may be perceived as an advantage or as a disadvantage of teaching over a broadcast system. An organizer, or a supervisor, or even a specialist at the site may solve this problem.

Based upon the interview feedback , the inservice training sessions may not have provided enough hands-on practice, otherwise it would be more successful. The real question, of course, is how well teachers will use the materials in class during the next school year.

CONCLUSION

Overall, the inservice training program was rated very successful by participants. It provided valuable information about the content of the Japanese videodisc, its lesson structure and cultural materials. It also provided some opportunities for the participants to learn how to use the video disc and the bar code reader. The practice of using Japanese Praise phrases helped some of the teachers break the barrier to open their mouths and speak a very unfamiliar language and gave them confidence in teaching the language.

The program could be made more effective and efficient if the organization of the training at some of the sites was monitored more closely and if more hands-on practice was provided for the participants.

APPENDIX G

EVALUATION INSTRUMENTS

SURVEY SCHEDULE FOR TEACHERS

PHONE SURVEY FOR IN-SERVICE PARTICIPANTS

ON SITE VISIT FORM FOR TEACHERS

ON SITE VISIT FORM FOR FOCUS GROUPS

ON SITE VISIT FORM FOR ADMINISTRATORS

CLASS OBSERVATION FORM

IN-SERVICE QUESTIONNAIRE

IN-SERVICE INFORMATION SHEET

INSERVICE PHONE SURVEY

SURVEY SCHEDULE FOR TEACHERS
CONCERNING
THE TEACHING OF KONICHI WA

I. Background Information

Fill out the following information:

Teachers name/Home Room number:_____
School's Name:_____
Administrators (principle's) name:_____

School District Questions:

1. Have you had the opportunity to use Konichi Wa Japanese language video disc?

2. If you have not, do you plan to use Konichi Wa in the future?

3. If so, when?

(If you have answered "no" to number one, please stop the survey here. Thank you.)

II. Questions

Instructions: Please answer the following questions as accurately as you can. If a selection does not fit your analysis perfectly, please select the closest choice. At the end of

the survey, a section has been provided for your comments. We appreciate your help in completing this survey.

Please note: When the term "administrator is used, the survey refers to the school principle or director, not to the school administrator.

Please respond by marking the appropriate selection:

1. On a scale from one to five, five being the most confident, how would you rate your confidence level as a teacher using Konichi Wa?

   5 - extremely confident all the time
   4 - confident most of the time
   3 - confident at times
   2 - not too confident
   1 - not at all confident

2. How would you rate the confidence level of your students in using Konichi Wa?

   5 - extremely confident all the time
   4 - confident most of the time
   3 - confident at times
   2 - not too confident
   1 - not at all confident

3. How much do you use the manual for Konichi Wa?

   ___all the time
   ___most of the time
   ___sometimes
   ___rarely
   ___not at all

4. Do you use each lesson from beginning to end?

Yes No

5. In your opinion, your students are ____ about using the language videodisk.

___really excited
___somewhat excited
___a little bit excited
___not excited
___not at all excited

6. What aspects of the program seem to be most intriguing to the students (if any)?

___language learning
___cultural learning
___the television
___learning on their own
___other (please specify)

7. What aspects of the program seem to be distracting to the students (if any)?

___the equipment
___the lack of teacher instruction
___other (please specify)
___nothing is distracting

8. If the equipment distracts, it distracts because of...

___the novelty of the equipment
___my inability to utilize the equipment
___faulty equipment
___other (please specify)

9. What skills are the students learning from the program?

___verbal
___cultural knowledge
___grammer
___other (please specify)

10. Overall, in terms of student living, how effective is the program?

___very effective
___somewhat effective
___not too effective
___not at all effective
___I don't have any idea

11. On a scale from 1 to 4, 4 being the most adequate, how would you rate your knowledge of the language you are teaching?

___very adequate
___adequate
___somewhat adequate
___not at all adequate

12. Do you have technical problems when using the equipment?

___virtually all the time
___some of the time
___rarely
___not at all
___not sure

13. If you have any technical problems, what kinds of problems are they?

14. Does Konichi Wa fulfill your needs as a teacher in teaching this course?

Yes No Too early to tell

15. How easily can you adapt/change the course to fit your teaching needs?

___very easily
___easily
___pretty easily
___not easily at all

16. What was your preconception of Konichi Wa?

17. Now that you have worked with the language videodisk program, how does your preconception match the reality?

18. How often is Konichi Wa used in your classroom by the same class?

___5 or more times a week
___3 to 4 or more times a week
___1 to 2 or more times a week
___1 time every couple of weeks
___unsure

19. Do you think your ability/inability to use the videodisk equipment effects your confidence in teaching the language?

Yes No I'm not sure

20. Do you think you are utilizing the program to its maximum potential?

21. If no, why not?

22. If so, what help you ultilize the program to its full potential?

23. Overall, in terms of teaching potential, how efficient is the program?

___very efficient
___somewhat efficient
___not too efficient
___not at all efficient
___I don't have any idea

24. How much time during each class period do you use Konichi Wa?

___45-50 minutes
___30-45 minutes
___15-30 minutes
___5-15 minutes

25. Are the lesson appropriate for 45-50 min. sessions (especially for middle school)?

26. In teaching language, I use the videodisk as ____?

___my main teaching instrument
___a supplemental instrument

27. How much time do you communicate/interact with students while using Konichi Wa?

___45-60 minutes
___30-45 minutes
___15-30 minutes
___5-15 minutes

28. How much do you communicate/interact? (Mark all that apply)

___verbal instruction
___prompt students to participate
___verbal correction
___interruption of the program
___body language
___other (please specify)

29. How do students participate in the program? (Mark all that apply)

___verbal repetition
___view the video
___write words
___body language
___follow instructions from video
___follow instructions from teacher
___other (please specify)

30. What are your teaching objectives in using Konichi Wa?

31. Do you get any input from outside sources which influence the way you use Konichi Wa?

Yes No

32. From where/whom?

33. Whose idea was it to use Konichi Wa?

___administrators
___school district's
___parents'
___students'
___other (please specify)

34. Do you have a choice as to whether or not you use Konichi Wa?

Yes No

35. Do you have a choice to what extent you use Konichi Wa?

Yes No

36. Do you use other materials to supplement or enrich Konichi Wa?

Yes No

37. If so, what?

38. How do you determine whether your students are learning or not?

___pre-test
___post-test
___pre- and post-test
___other (please specify)

39. Have you used videodisks in your teaching before using Konichi Wa?

Yes No

40. If so, what subject(s)?

41. How much computer experience did you have before first using Konichi Wa?

___several years
___several months
___a few weeks
___a few hours
___none whatsoever

42. Do you feel more previous computer training would have affected your confidence level teaching?

43. In which way?

positively negatively

44. Do you feel more previous computer training would have effected your confidence level in utilizing the equipment?

Yes No

45. In which way?

positively negatively

46. The training I did have___my ability to learn how to teach Konichi Wa?

did not help helped hindered neither helped nor hindered

47. Did you have any exposure to the language(s) being taught before utilizing Konichi Wa?

___I was fluent in the language
___I could accomplish basic conversation
___I knew and could use a few words
___I had regularly heard the language, but had no under standing

48. If you were exposed to the language before using the language video disc program, on a scale of 1 to 5, 5 having the most effect, how did your previous exposure affect your confidence in teaching Konichi Wa?

5 - highly affected
4 - very affected
3 - affected
2 - not too affected
1 - not at all affected

49. How much time outside of class was needed to prepare yourself and the materials?

___too much time
___considerable time
___acceptable amount of time
___not much time
___very little time

50. Have you used the teacher explanations found in the support materials?

Yes No

51. If not, why?

52. If so, did you find them clear and helpful?

53. Have you received any feedback from parents regarding Konichi Wa?

Yes No

54. If so, what feedback have you received?

55. Have you used any kind of assessment tests to determine language/cultural learning?

Yes No

56. If so, did you use your own tests?

57. If not, what kind of assessments have you done?

58. Overall, the program Konichi Wa is an excellent teaching tool.

___strongly agree
___agree
___unsure
___disagree
___strongly disagree

59. If your answer is other than unsure, please state why:

III. Comments:

PHONE SURVEY: IN-SERVICE PARTICIPANTS

1. Introduce yourself.....

2. Could you describe the in service training you received?

3. What were you hoping to learn from the in service?
   Use of apparatus?
   Language teaching techniques?

4. Was the attendance by choice or was it required by your school?

5. What was your opinion of the actual teaching materials?
   Age appropriate?

   Visual appeal?

   Easy to use?

6. How did you make use of the in service experience in your district or classroom?

7. Thinking back, how would you improve the in service experience? Are there other things you feel you should have learned in the in service?

8. Do you have any final comments?

For those who did not use the Videodisk:

What was the main reason for not using the video disk?

a-You need more training with the equipment?
b-You needed more training with the language?
c-Were there logistic difficulties?
d-Scheduling problems?
e-Too busy?

ON SITE VISIT - TEACHERS

1. Teacher's Name: _____

2. How did you first hear about Konichi Wa?

3. Please describe your class (size, grade, learning abilities, special challenges).

4. What was the reaction of the students to this type of learning?

   High achievers?_____

   _____

   _____

   _____

   Low Achievers?_____

   _____

   _____

   _____

   Those with handicaps(physical or mental)?_____

   _____

   _____

   _____

   Does the pedagogy work for the students?_____

   _____

   _____

   _____

   Can they perform the lesson tasks?_____

   _____

   _____

   _____

   Does the program maintain their interest? Why or why not?_____

   _____

   _____

   _____

5. Write your own question time: Use the surveys (if you have them) at this point. Ask a few questions, probing to let them know you are following up on the survey . Especially pay attention to the written comments they put down. For example, one teacher might have said that he did not feel he was using the program to its maximum potential because of his large class. Some students have high interest. Others very little interest. It's difficult for him to keep a learning atmosphere. A possible probe might be: " why are some of your students more interested in the lesson than others?" or "What do you feel could help you maintain a learning atmosphere with regards to the Konichi Wa program?"

First Question:

Second Question:

Third Question:

Fourth Questions

6. Thinking back what sort of in service did you have?
   How helpful was it?

   Was there any additional support?

7. Would you use this program when it is available in French, Spanish, Chinese, or Korean? How would you use it differently than Konichi Wa?

8. Do you have any suggestions for the people developing this videodisk and training?

9. What kind of hardware was available to you? How easy was it to get the equipment you used? Did you face any competition for its use?

10. Do the manuals and bar codes work well?

11. Have you received any feedback from parents?

12. What have been your personal benefits, if any from this program? Are you learning the language?

13. What is your overall reaction to Konichi Wa?

    Would you use it again?

    Is it easy to use?

    Is it time efficient?

    Do you feel in control?

14. Any final comments?

ON SITE VISIT - FOCUS GROUPS

The intent here is to foster group discussion. If necessary, call on students to get a response.

Students will be selected by looking at the roll book and starting with the 4th kid, select every ---th one. (Enough kids to get 6 kids) For example, if the teacher has 30 kids, select every 5th one after the 4th.

One person will be the discussion leader. The other should observe and record. (Remember you will have the video camera for back-up.)

Rapport Building - Mention why they are there and that you will have a video camera on them. Then play the name game:

First student will state his/her name and what he/she likes to do. The next student will repeat what the first said and tell about him/herself. And so on around the group. The discussion leader will be the last one. (Note, one member of the team will be the discussion leader and the other one will be a recorder.)

1. How long have you studied Japanese?

2. How doe you like Konichi Wa? Who is you favorite character? Whom do you like the least?

3. What have you learned?
   - -ask individuals for words and phrases they know (go around the circle)
   - -call on each person and note willingness to respond (the recorder should keep track of the students who are as well as those that can respond. This should go into the report)
   - -ask about any cultural things they may have learned.
4. How do you learn Japanese best? How did you learn the material for today's lesson? (mention what it was about and be specific with the day's lesson)

5. Can you think of ways to make this type of learning better?

ON-SITE VISIT - ADMINISTRATORS

Preliminaries: Introduce yourself and the project you are representing. Name the teachers you will be visiting. Talk about the procedures being used in the classroom. The ask the principle the following questions:

1. What has you involvement been with the Japanese video disc project?

   Have you observed_____using it?

   Have you seen the materials?

2. In general, are you in favor of foreign language work at the grade school level?

   How do you feel language training should be handled?

3. What has been your impression of the Konichi Wa program?

   Does the videodisc seem effective?

   Does it seem time-consuming or bothersome?

   Would you recommend other teachers use it?

4. Have you had any parental feedback?

   Has it been positive or negative?

5. From what you know of the program (all aspects), how do you think it could be improved?

CLASS OBSERVATION FORM: TEAM MEMBER 1

Preliminaries:

How Many Students?_____ How Many Girls_____ How Many Boys _____

Is the teacher fluent in the language being taught?

During the Discussion:

1. How well are different types of learners performing? Note attitudes, accomplishments, language skills

2. What learning strategies are being used?

General Specific(for specific units)

3. What would you do to improve the effectiveness of those learning strategies?

Japanese Videodisc Inservice

Questionnaire

As part of the evaluation of the Japanese Videodisc Project, we are looking at ways of making inservice training more effective. Please respond to the following items in writing or by circling the most appropriate answers (S=high, 1 =low). Your responses will be treated confidentially, with results reported as group data.

1. What were your objectives / expectations in attending this inservice?

2. Were your objectives met?

met or exceeded: 1 2 3 4 5 :did not meet

3. Do you feel that this inservice program prepared you adequately to use the disc in your classroom?

adequate: 1 2 3 4 5 :inadequate

4. **Please rate the following components of the overall program:**

	high quality				low quality
INSERVICE ORGANIZATION	1	2	3	4	5
INTRODUCTION TO TEACHER MATERIALS	1	2	3	4	5
TEACHER MATERIALS	1	2	3	4	5

STUDENT MATERIALS	1	2	3	4	5
CULTURAL MATERIALS	1	2	3	4	5
VIDEO SEGMENTS	1	2	3	4	5
ON-SITE PRACTICE SESSIONS	1	2	3	4	5

5. Describe your current impressions about the following:

   INSERVICE PROGRAM

   VIDEO DISC MATERIALS

   USE OF THE EQUIPMENT

6. Please make any additional comments on the back of this form. Thank you for your help!

JAPANESE VIDEO DISC INSERVICE

INFORMATION SHEET

The purpose of this evaluation is to solicit feedback concerning the inservice program for future improvements. A random telephone survey will also be conducted with some of you following the final session. Please fill out the information sheet and indicate when it would be most convenient to contact you. Please leave these completed forms with a person at your inservice sight. Thank you. Your cooperation is greatly appreciated.

Name _____ Female/Male

School _____ Grade level/s _____

Subjects taught_____

Foreigh Language Experience_____

Video Disc Experience (circle one) NONE SOME A LOT

When would it be convenient for us to contact you?

Week Day Times_____ Phone_____

TELEPHONE SURVEY

NAME:_____

SCHOOL:_____

DATE:_____

Is this a convenient time to talk?
If not, when would be a better time I could call
back?_____

_____

Establish Rapport-Explain the reasons for the study, the connection with USU, and that responses will be kept confidential for any specific individual. Then ask:

1. Could you describe how you learned about the Japanese Videodisc Project?

   _____

   _____

2. Now that you have experienced the inservice training,

   a. How adequate did you find the training in meeting your expectations?

   _____

   _____

   Probe: (Strong Points)_____

(Weak Points)

(Ed Net)

(On-site practice session)